

Hello everyone! We've prepared 5 English Tasks for you this week, which are a mixture of writing, spelling, grammar and reading activities. For every task we've included a **support and extension** suggestion. So if you find the main task a bit **too** challenging, try the **Support** idea. If you want a bit **more** of a challenge, try the **Extension** idea. There is also an **optional** handwriting activity at the end of the document if you need it.

Year 5 Home Learning English Tasks - Week beginning 20.4.20	
Task	Activity
Task 1	<p><b>LO: Can I write about a character using the correct tense?</b></p> <p><b>Creative Writing</b> The Robot Maker – click the link below to find out your writing task for this week:  <a href="https://www.onceuponapicture.co.uk/portfolio_page/the-robot-maker/">https://www.onceuponapicture.co.uk/portfolio_page/the-robot-maker/</a></p> <p>Answer the questions from the link, either by discussing them with another person or by making notes. Then, join your ideas together by writing 3 paragraphs with the title 'The Robot Maker'. Write it in the third person please – this means writing in the past tense, as if it has already happened. Do remember <u>to write a line, leave a line</u> (like we do in class) to make it easier to edit your work tomorrow. Here's a starting sentence if you need one: <b><i>Despite it being close to midnight, the weary robot maker was determined to finish his project.</i></b></p> <p><b>Support: Try writing 1 or 2 paragraphs</b>      <b>Extension: Try writing 4 or 5 paragraphs.</b></p>
Task 2	<p><b>LO: Can I edit my work to spot errors and make improvements?</b></p> <p><b>Creative Writing – continued</b></p> <p>Editing day! First, read through the work you did yesterday, finishing it if you haven't already. Then use a different coloured pen to make corrections and improvements to your work, like we do in class with our green editing pens. It's important to read your work out loud, as this helps you spot mistakes more easily. You'll need to check your work makes sense, with the correct punctuation, spelling and a wide range of vocabulary. Use this resource to help you with improving your vocabulary: <a href="https://cra.helenaschools.org/wp-content/uploads/sites/29/2015/08/BANISH-BORING-WORDS.pdf">https://cra.helenaschools.org/wp-content/uploads/sites/29/2015/08/BANISH-BORING-WORDS.pdf</a> and use this online dictionary to help with spelling: <a href="https://www.collinsdictionary.com/dictionary/english">https://www.collinsdictionary.com/dictionary/english</a></p> <p><b>Support: Include full stops, capital letters and questions marks.</b>      <b>Extension: Try to include brackets, dashes or commas for parenthesis.</b></p>
Task 3	<p><b>LO: Can I spell words ending in -ant, -ance, -ancy, -ent, -ence and -ency?</b></p> <p><b>This week's spelling pattern introduction:</b> <a href="https://spellingframe.co.uk/spelling-rule/34/39-Words-ending-in%E2%80%93ant%E2%80%93ance%E2%80%93ancy%E2%80%93ent%E2%80%93ence%E2%80%93ency-1-of-2">https://spellingframe.co.uk/spelling-rule/34/39-Words-ending-in%E2%80%93ant%E2%80%93ance%E2%80%93ancy%E2%80%93ent%E2%80%93ence%E2%80%93ency-1-of-2</a> Begin by writing out all the words to familiarise yourself with them (select the 'View words' option in the Spelling Tiles section). Then spend about 10 minutes <b>every day</b> practising your words; maybe try one activity each day from the 'Spelling Tiles' section? Test yourself after a week using the 'Practise/Test' section – you could ask a parent/carer to help with this to see how you get on. For tips on how to learn spellings and make them stick, follow this link:  <a href="http://www.henleazejunior.school.co.uk/application/files/8715/7538/8946/Helping_your_child_learn_spellings_at_home.pdf">http://www.henleazejunior.school.co.uk/application/files/8715/7538/8946/Helping_your_child_learn_spellings_at_home.pdf</a></p> <p><b>Support: Instead, try revising the -ous spelling pattern:</b> <a href="https://spellingframe.co.uk/spelling-rule/16/11-The-suffix-ous-1-of-2">https://spellingframe.co.uk/spelling-rule/16/11-The-suffix-ous-1-of-2</a></p> <p><b>Extension: In addition to the work this week, try this homophone work:</b> <a href="https://spellingframe.co.uk/spelling-rule/41/48-Homophones-and-other-words-that-are-often-confused-1-of-5">https://spellingframe.co.uk/spelling-rule/41/48-Homophones-and-other-words-that-are-often-confused-1-of-5</a></p>
Task 4	<p><b>LO: Can I include the actions of the speaker when writing sentences about giraffes that include direct speech?</b></p> <p><b>Grammar</b></p> <p>Follow this link: <a href="https://www.naturalcurriculum.co.uk/year5/direct-speech/giraffe/screen-1/">https://www.naturalcurriculum.co.uk/year5/direct-speech/giraffe/screen-1/</a> and read through everything on the page <b>FIRST</b>. Next, watch the BBC giraffe video. <b>What to do:</b> Follow this link <a href="https://www.naturalcurriculum.co.uk/year5/direct-speech/giraffe/screen-2/">https://www.naturalcurriculum.co.uk/year5/direct-speech/giraffe/screen-2/</a>. Read everything on this 'Grammar bit' page and talk through the 'Scintillating Sentences' with an adult if you can. Then, write the 3 Scintillating Sentences out, replacing the parts in bold with your own ideas. <b>Support: Talk through your sentence ideas with a parent/carer, no need to write them down.</b>      <b>Extension: Write 3 more sentences of your own in the same format, based on the giraffe clip.</b></p>

**Task 5**

**LO: Can I answer a range of comprehension questions to show my understanding of a text?**

**Reading Comprehension**

Follow the link below for a comprehension activity – there are ten questions to answer. Please just write your answers down; there is no need to write the questions. The answers (for your parents/carers to check your work) are on page 3.

[http://henleazejuniorschool.co.uk/application/files/6915/8471/2092/The Inept Magician Stage 5 Comp - Comprehension Pack.pdf](http://henleazejuniorschool.co.uk/application/files/6915/8471/2092/The_Inept_Magician_Stage_5_Comp_-_Comprehension_Pack.pdf)

**Support: Ask a parent/carer to read the text with you and to discuss answers to the questions with you first. If you can, write answers to the first five questions only.**

**Extension: Can you write an additional 3 questions, based on the text? Remember to include your answers too!**

**Reading Rocks!** Aim to read at least 3 times a week, to yourself or/and to a parent carer. Reading together is a lovely thing to do; maybe take it in turns to read a page/paragraph? Remember that talking about the story with someone else helps you develop your reading skills even further. When you finish a book, try filling in a Reading Challenge sheet. [http://www.henleazejuniorschool.co.uk/application/files/5615/8681/4922/Year\\_5\\_Reading\\_Challenge.pdf](http://www.henleazejuniorschool.co.uk/application/files/5615/8681/4922/Year_5_Reading_Challenge.pdf)

**Handwriting – optional task:** It's important to keep up your handwriting practise if you can. Here's a link for this week:

[http://henleazejuniorschool.co.uk/application/files/2815/8470/5423/W3\\_Handwriting- Cursive.pdf](http://henleazejuniorschool.co.uk/application/files/2815/8470/5423/W3_Handwriting-_Cursive.pdf)